

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY388402
<b>Inspection date</b>	19/01/2010
<b>Inspector</b>	Shirley Ann Jackson

<b>Type of setting</b>	Childminder
------------------------	-------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the childminding

The childminder registered in 2009. She lives with her partner and three children aged seven, and twins of four years, in the Greenmeadow area of Swindon, Wiltshire. Minded children may use the entire house, although in practice remain mostly downstairs. A fully enclosed rear garden is available for outside play. The house is readily accessible either, over the grass or up four low steps. Shops, toddler groups, parks, library and a community forest lie within walking distance. The childminder can take children to and collect them from, local schools and pre-schools. The family keep African Land Snails and guinea pigs as pets.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of three children under eight years at any one time, no more than one of which may be in the early years age range. There are currently two children on roll aged 18 months to three years.

The childminder is a member of the National Childminding Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder recognises the uniqueness of each child and offers care to ensure that their individual needs are routinely met. Each child is well supported to ensure they take part in a range of activities and experiences which interest them. This enables all children to make good progress in their learning and development. The childminder promotes children's welfare with success to ensure they are safe and well-cared for. Partnerships with parents and carers are secure, although those with other providers involved in the children's care have not been forged. The childminder is beginning to evaluate her practice to identify areas for development. However, those who use the setting have not been involved in this process.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- encourage parents to contribute meaningfully to the observation and assessment process
- build links with other settings children attend to ensure that practitioners regularly share the children's development and learning records and any other relevant information
- consider ways to involve children and parents in the self evaluation process

## **The effectiveness of leadership and management of the early years provision**

The childminder has produced comprehensive written policies and procedures. These reflect her daily practice and ensure the safe and efficient management of the setting. They are shared effectively with parents to ensure they are fully informed about the provision. The childminder has conducted thorough risk assessments for her home, garden and for outings taken with the children. This helps to ensure that children are safe at all times. The childminder safeguards the children in her care. She has a sound knowledge of the indicators of abuse and neglect. She is aware of the procedure to follow if she has any concerns about a child in her care. Individual records are informative, ensuring the needs of all children are effectively met and promoting inclusive practice.

The childminder makes good use of the available space within her home. Toys and resources are stored in a cupboard in the lounge which children can easily access. This houses resources which are good quality and which are offered in drawers labelled with photographs. This helps to encourage children to independently access them and tidy them away when they have finished with them. The childminder makes good use of available training to increase her knowledge and skills. Since she registered she has attended a number of courses which help her to offer high quality outcomes for the children in her care.

Partnerships with parents and carers are strong. When parents first contact her, the childminder makes all of her paperwork available to them. This includes her risk assessments, training certificates, some personal information and a brief overview of what she offers. When they commit to her service they are given copies of her policies and procedures. Ongoing information is shared through informal feedback at the end of the day, daily diaries for younger children and making children's progress records available. However, there are few opportunities for parents to contribute to these. The childminder has not yet forged links with other settings which minded children also attend.

The childminder is committed to improving the service she offers to children and their families. She uses ongoing, informal evaluation of her practice. This has resulted in her changing the way she conducts observations and assessments and starting a recognised childcare qualification. She has just started a written evaluation of her practice which identified strengths and areas for development. However, those who use the setting have not been involved in this process.

## **The quality and standards of the early years provision and outcomes for children**

Children benefit from the childminder's motivation and detailed knowledge of their individual needs. Children are happy and settled in the childminder's company and have built a warm, secure relationship with her. This enables the children to build and develop their confidence and self-esteem. The childminder uses her knowledge of the children to tailor experiences and activities to suit their individual

interests. For example, an interest in a particular story led the childminder to use her daughter's puppets and then on to offering an activity where children could make their own puppets for the story. The childminder is on hand to interact with the children and to support and extend their play. Systems are in place to observe and assess the children as they play. Many of these are supported by photographs, are linked to areas of learning, include what to share with parents and identify the next step in children's learning. This information is then used by the childminder to plan future activities for each child aimed specifically at their level and taking into account their interests.

Children feel safe and secure and confidently wave 'bye' to parents when dropped off. Children form friendships with the childminder's own children, confidently talking about them when they are not present. They talk freely about their home, for example, going 'to the doctor with mummy'. Children are willing to try new experiences and activities. They demonstrate a sense of pride in their own achievements. For example, beaming with delight as they look at the puppets they have made. Children's language development is fostered through conversations with the childminder. They confidently chat about what they are doing, asking questions and describing what they are doing. For example, talking about making 'claws' for the play dough crocodile. Older children are able to talk through what they doing and then modify this as they want to. For example, talking through the changes they made to their puppets. Children use numbers spontaneously as they play. They use size language as they play, saying 'he's too big to go in there' when the small world figure does not fit in the toy fire engine. Children enjoy putting puzzles together, recognising shapes as the childminder talks about straight edges. They have opportunities to show curiosity and interest in the features of living things as they help with the childminder's pets. Children show interest in the lives of people familiar to them, such as, talking about the childminder's children making shapes with the play dough. They have opportunities to look at change as they take part in cooking activities. Children's creativity is promoted as they explore and experience different media and materials, such as leaves, compost, rice and sand.

Children's health and well-being is effectively promoted. They follow well-established routines for hand washing to help prevent the spread of infection. Parents provide their own food for their children, ensuring they enjoy their own, familiar food. These are stored appropriately by the childminder to ensure they stay fresh. Children have regular opportunities to enjoy fresh air and exercise as they play in the childminder's garden, go for walks in the local area and visit nearby play parks. Children learn how to keep themselves safe as they take part in regular emergency evacuation drills. When they go out for walks or in the car, the childminder talks to them about safety, such as, the importance of holding hands

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met